

## **CAREER AND TECHNICAL EDUCATION (CTE) SCHOOL PROFILE**

- The CTE SCHOOL Profile contains the academic and technical skill achievement data for high school students in each high school of a district that is used to determine if the overall district meets Perkins Performance Measure #1. Performance Measure #1 states that the academic and technical skill achievement of students enrolled in CTE will be equal to or exceed that of all students. It is expected that the academic index of CTE concentrators (students who have taken or plan to take 3 or more CTE courses in a career cluster) will be equal to or higher than the academic index of all students in the district. **(i.e. If the district's academic index increases by 3 points, the academic index of CTE students must increase by 3 points or more in order to "meet" the academic achievement component of Perkins Performance Measure #1.)**
- Additional information included on the school profile includes academic skills for concentrators in each of the core content areas on the Kentucky Core Content Test (KCCT) disaggregated by career cluster (Agriculture, Business, Communications. . .), any reform initiatives in which the high school may be participating (i.e. *High Schools That Work*, Tech Prep. . .), and student membership in Career and Technical Education Student Organizations (i.e., DECA, FBLA, FCCLA . . .).
- **Academic Skills for Concentrators Section**
  - The first column lists the cluster areas for which data are collected. Students are identified in each career cluster area (Agriculture, Business & Marketing, Communication, Construction, Health Science, Human Services, Information Technology, Manufacturing, Science & Mathematics, and Transportation) by bubbling the question on the KCCT Student Response Booklet related to career clusters.
  - The profile shows data for two years. To determine progress of CTE students in each cluster, compare the achievement for the current year (shaded) to data from the previous year for each cluster. Then compare each cluster to the school; finally, compare each cluster to the state.
  - Under each core content area (Reading, Science, Writing, Math. . .) are the headings "Count," "N," "A," "P." The total number of students who were identified on the KCCT in each cluster area is listed in the "Count" column. If the count is fewer than 10, no data is reported.
  - The "N" denotes Novice, "A" for Apprentice, and "P" for Proficient. (Proficient/Distinguished are combined since proficiency is the goal.) The number listed under each heading is the percent of students performing at that level.
  - Grade levels at which each Core Content area is assessed are indicated next to the Core Content area heading (i.e., "Reading 10" indicates that Reading is assessed in the 10<sup>th</sup> grade).
  - Total Concentrators for all career clusters in each content area are shown under the last career cluster, Transportation. Non-Concentrators are indicated under Total Concentrators. Non-Concentrators are students who have taken or plan to take only one or 2 credits in any one cluster area. The number next to school indicates the number of all students who took the core content tests. The state total indicates the number of students statewide who took the core content tests and the percent of students performing at N, A, and P levels.

- **Academic Index Section**

- The second page of the school profile shows the academic index section that indicates the academic index for Total Concentrators, Non-Concentrators, school, and state.
- The district academic index on the District Accountability Profile is used for Perkins Performance Measure #1. **It is expected that the academic index of CTE concentrators (students who have taken or plan to take 3 or more CTE courses in a career cluster) be equal to or higher than the academic index of all students in the district.** Several districts have more than one high school. As a result, the academic index for the district may vary slightly from the high school academic index. There are other factors that could cause the district academic index to be different from the high school such as students receiving educational services at a day treatment facility or an alternative school. (i.e. If the district's academic index increases by 3 points, the academic index of CTE students must increase by 3 points or more in order to "meet" the academic achievement component of Perkins Performance Measure #1.)

- **Initiatives Section**

- If a school participates in *High Schools That Work* and/or Tech Prep, it will be indicated in this section.

- **Career and Technical Student Organization (CTSO) Membership Section**

- KRS151B.025 Section 9 of the General Program Standards states that Career and Technical Education program areas must provide opportunities for students to participate in the co-curricular Career and Technical Student Organization.
  - Agriculture                      **FFA** = Future Farmers of America
  - Business                        **FBLA** = Future Business Leaders of America
  - Communications              **Skills USA/VICA** = Vocational Industrial Clubs of America
  - Construction                 **Skills USA/VICA** = Vocational Industrial Clubs of America
  - Health Science                **HOSA** = Health Occupations Students of America
  - Human Services              **FCCLA** = Family, Career and Community Leaders of America
  - Information Tech              STLP = Student Technology Leadership Program (not a CTSO but a related student organization for this program area)
  - Manufacturing                **Skills USA/VICA** = Vocational Industrial Clubs of America
  - Marketing                     **DECA** = Distributive Education Clubs of America
  - Science & Math                **TSA** = Technology Student Association
  - Transportation                **Skills USA/VICA** = Vocational Industrial Clubs of America

- **Kentucky Occupational Skill Standards Section**

- This section indicates the technical skill achievement of high school students. It includes the career majors assessed, the number of students assessed in each career major, the number of students receiving a skill standards certificate, and the percent of students receiving a certificate in each career major area. The level of performance for the technical achievement component of Perkins Performance Measure #1 is based on the percent of students district-wide who receive a skill standards certificate. Each District is accountable for making continuous improvement annually in the overall percentage of students receiving skill standards certificates.
- Compare the total percentage for the current year with the total percentage for the previous year to determine the difference. It is expected that the percentage of students receiving skill standards certificates district-wide will increase over the percentage from

the previous year **or** that there be an increase in the number of students tested and the number of certificates awarded from the previous to the current year.